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entertaining stories of a clever reporter, who has spent a few days in the fraternity houses at each university, and has, by this means and by a few interviews with presidents, deans, and faculty members, sought to catch the most striking feature of each institution and to serve this up with a spice of college tradition and anecdote.

There is, necessarily, another drawback to the book, viz., the limits of space have compelled its author to forego description of numerous institutions of leading rank and of the more numerous institutions of smaller size that are doing a very real and important work in the field of college education. Thus, for instance, there is no description of the typical New England college, e. g., of Amherst, Brown, Dartmouth, or Williams, or of any of the well-known colleges for women, e. g., Bryn Mawr, Smith, Vassar, or Wellesley, or of any one of the several less well-known institutions, like Clark College, at Worcester, that are putting into play some radically new and extremely interesting educational principles and methods.

Mr. Corbin's note on the cost of a college education states that men are living on five hundred dollars a year and less at large institutions, whereas others are spending five, and even fifteen, thousand dollars a year, but "a boy who has a thousand dollars a year need never feel pinched or at any real disadvantage in college life" and "twelve to fifteen hundred is the maximum which wise parents will allow." If the implication be drawn that students with less than a thousand dollars a year may feel pinched or find themselves at a real disadvantage, Mr. Corbin's statement is clearly incorrect. The present writer has found that of a class of fifty students at Cornell, no one spent as much as one thousand dollars a year, while the consensus of opinion of the class was to the effect that from six to seven hundred dollars a year was ample to enable a student at Cornell to take his university course without pinching or real disadvantage.

For these several reasons, one would hardly be justified in advising any parent to select a college for his son or daughter on the basis merely of the contents of Mr. Corbin's book—and, indeed, Mr. Corbin, as we have seen, disclaims the intent to supply such a basis for selection. At the same time, the book would, unquestionably, furnish a much larger fund of valuable information than the average parent commonly possesses when he selects his son's college. It should, therefore, be read by all intending college students and by their parents, and should be on the shelves of every preparatory-school library.

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The Teacher, and Other Essays and Addresses on Education. By GEORGE H. PALMER and ALICE FREEMAN PALMER. Boston: Houghton, Mifflin & Co., 1908. Pp. 395. \$1.50.

After having for years sent students and teachers to various magazine and pamphlet sources to work upon articles by Professor Palmer, the substance of which no one else afforded us, we now have brought together those of his educational writings "which may have some claim to permanent interest." These

are in two groups, one concerned with general educational problems; the other, papers on Harvard. A third group contains four of Mrs. Palmer's addresses. These last form a much-desired supplement to the recently published *Life of Mrs. Palmer*. They furnish connected statements of her attitude toward coeducation and other important questions. There is a large amount of valuable material organized in them. Professor Palmer's Harvard papers have less general interest. The first of them is thoroughly Harvard in tone and statement although it bears the title "The New Education." Two others deal with the elective system, a fourth is said to be the first attempt ever made "to ascertain from students themselves the cost of the higher education" (this was made in 1887). The last is a delightful sketch of Evangelinus Apostolides Sophocles—that remarkable Greek of the olden time who taught in Harvard for forty years.

The most significant group contains seven papers, four of which are of especial importance. These are too well known to need more than mention—"Ethical Instruction in Schools," "Moral Instruction in Schools," "Self-Cultivation in English," and "The Glory of the Imperfect." This last gives us the author at his best and in his most thoroughly comprehending mood. It is one of the few works which give us the beginnings of a philosophy of education. The issues between Europe and America and, to a certain extent, the East and the West have nowhere been so adequately stated. Students who will work through some of the implications of this address and that of Professor Woodbridge in the *Hibbert Journal* (October, 1907) on "Naturalism and Humanism" will see in our problems much that must be seen before some needed next steps can be taken.

"The Ideal Teacher," "Specialization," and "Doubts about University Extension" are the other titles. Some of the author's prophecies in the last paper have come true, but we wish that President Eliot could have been able to open the writer's eyes to the possibilities of this form of democratic education as he testifies that the president did in the matter of the establishment of the graduate school. One passage in this paper may well be compared with a portion of another. He is telling why extension has not the same function in America as in England. "From the first the American college has been organized by the people and for the people. It has been about as much resorted to by the poor as by the rich" (p. 107). In the study of college expenses he says (p. 281), "When you meet a poor boy, do not rashly urge him to come to Harvard. Estimate carefully his powers. If he is a good boy—docile, worthy, commonplace—advise him to go somewhere else. Here he will find himself borne down by large expense and by the crowd who stand above him. But whenever you encounter a poor boy of eager, aggressive mind . . . say to him that Harvard College is expressly constituted for such as he." Harvard then has no gospel for the less fit—at least not for those who have no funds.

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